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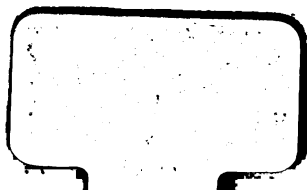
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THE BATTERSEA SERIES
OF
STANDARD READING BOOKS.

WRITTEN AND COMPILED BY

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THE LONDON SCHOOL BOARD.

~~~~~  
FIRST PRIMER.  
~~~~~

LONDON:
EDWARD STANFORD, 55, CHARING CROSS, S.W.

—
1879.



CONTENTS.

	PAGE
TO THE TEACHER	5
ON THE FORMS OF LETTERS	9
THE ALPHABET	11
MNEMONICS FOR REMEMBERING CAPITALS	12
EXERCISES ON THE FORMS OF LETTERS	13
THE ALPHABET (SMALL LETTERS)	14
AN OX	15
A CAT	16
A DOG	17
A HEN	18
RECAPITULATION	19
SHORT <i>a</i>	20
THE CAT AND THE RAT	24
SHORT <i>e</i>	25
THE FOX AND THE HEN	27
SHORT <i>i</i>	28
THE PIG AND THE FISH	30
DICK AND HIS BIRD	31
SHORT <i>o</i>	32
BOB AND HIS DOG	34
SHORT <i>u</i>	36
ANN AND THE JUG	38
THE GRUB AND THE NUT	39
LONG <i>y</i>	40
THE PIG AND THE STY	41
DO BUT TRY	42



TO THE TEACHER.



WE learn to read mainly by the exercise of the visual memory. We have first to learn the shapes of letters, then to associate the letters with the sounds which they represent, singly and in combination, then to identify the written or printed word with the spoken word. To enable children to get through these successive stages the more easily, the teacher will find it advantageous to bear in mind the laws of memory, to have constant recourse to the association of ideas, and to repeat again and again the impressions made upon the eye and the ear.

To a child beginning to learn its letters, the differences by which one letter is distinguished from another are not at once perceived. It is necessary, therefore, to resolve letters into their elements, and to train the eye to notice how these elements are combined. The first exercises in this book are intended to accomplish this result. See pp. 9, 10. Before the names and powers of the letters of the alphabet are taught, the children should learn to draw, no matter how rudely, the elements of which letters are composed and to combine them into letters. The children may perform these exercises either by drawing on their slates, as the teacher draws the "elements" on the black-board, or by making the letters on the ground with the aid of wooden, or cardboard, "elements." For the latter mode of performing these exercises all that is required are (1) four straight pieces of wood, or strips of cardboard, of equal length (the frame of an old slate answers admirably); (2) a wooden, or cardboard, disc, divided into four quadrants. The | and V groups of letters (see p. 9) may also be formed with the aid of peas and sticks as a Kinder-Garten exercise.

The next step is to identify the shapes of the letters, i. e. to remember the various combinations of the "elements" which form them. To effect this the teacher is recommended to teach the letters in the order of their simplicity, the capitals first, the small letters next. The capitals have been arranged in three groups, the first, or | group, composed of vertical and horizontal lines; the second, or V group, composed of oblique lines, or combinations of vertical, horizontal, and oblique lines; and the third, or O group, composed of curves, or combinations of right lines and curves. (See p. 10.) Each letter should be drawn upon the black-board (the simplest form of the letter, viz. that known as Egyptian type, being used), and the children should be required

1. To draw it in the air with their fore-fingers, as the teacher draws it on the black-board;
2. To form it, after the teacher, with the aid of the wooden, or cardboard, "elements";
3. To draw it on the black-board, or slate, after a copy set by the teacher;
4. To "match" it, by picking out from a number of letters on loose cards, or from a sheet of mixed letters, the letter corresponding to it.

Another valuable exercise on the forms of the letters may be performed by requiring the children to convert one letter into another, as shown on p. 13.

The active imagination of children makes them very quick in perceiving analogies, and as the associations supplied by these analogies are at once highly pleasurable and highly helpful to the memory, the teacher will do well to avail himself of the resemblances which the letters bear to familiar objects. The Mnemonic rhymes on p. 12 may be found useful for this purpose. Some of them may be pronounced ridiculous, but nothing is really ridiculous that is useful.

The forms of the letters having been learned, their names should next be taught, and the children should now be required to draw, or form, the letters without a copy, and to name the letters when pointed out on a sheet.

The small letters have been classified in much the same way as the capitals, and should be taught in the same way, except that the children should be required to form them in script hand.

Here it may be remarked that, all through the earlier steps of learning to read, the children should be required to write the typical words in each lesson. There is no method of learning to spell so satisfactory as systematized transcription. The mere effort of frequently copying a word fixes the picture of the word in the mind, and the copying of a series of words composed of similar sounds leads to a silent induction, which is as helpful to reading at sight as to spelling.

In the first part of the Primer the short sounds of the vowels are taught, and, in order to impress the typical words the more firmly on the memory, engravings of the objects which such words denote are placed by their side. This is a somewhat novel feature in an English Primer, but is common in German Primers. Its value rests upon the pleasurable associations which arise out of the connexion of the symbol with the thing symbolized and the assistance which those associations afford to the memory.

In teaching words into which the short vowels enter, the teacher is recommended to begin with the combination of the vowel with the final consonant. This should be printed and written on the black-board. Then initial consonants should be successively placed before it, particular attention being called to the power of these initial consonants in each case, the teacher somewhat exaggerating them, and showing to the class by the movement of the lips how they are formed.

In no case should the children be allowed to spell the words on the old "alphabetic" method. To repeat the names of the letters does not help a child either to arrive at the

sound of the word, or to spell the word. Anomalous words should be taught on the "look and say" system, and by transcription.

Combinations of letters that do not form actual words should be carefully avoided. Whatever advantage they offer, in helping to teach children to read at sight, may be equally well obtained by the analysis of words.

The Reading Exercises are made as interesting and consecutive as the circumstances of the case admit. The words at the head of them should be carefully taught, first as wholes, and then analytically. If, in reading, a child fails to make out a word, the teacher should fall back upon the class of words to which it belongs, and call attention once more to the characteristics which distinguish it.

Distinct articulation should be carefully cultivated by the teacher and required from the children.

No opportunity should be lost of increasing the vocabulary of the children. A child, who does not know the meaning of the *spoken* word, has a double difficulty to encounter in reading the *written* word. To this end simple object-lessons and the learning of poetry will be found valuable aids.

It is hardly necessary to observe that whatever cultivates the general intelligence of children will facilitate the acquisition of the power of reading well.

Analysis should be followed by synthesis, but the analysis should not be carried too far. The analysis of words is easier than the synthesis of letters, but many letters have powers in combination which they do not possess when they stand alone, and others represent sounds which the teacher will find it almost impossible to isolate, and the children to sound. The most enthusiastic advocates of the Phonic System admit that there is a very large class of words to which it is inapplicable. Even in those words to which it is applicable, it requires either a greatly extended alphabet, or a large employment of diacritical marks, which is practically the same thing.

PRELIMINARY LESSON.
ON THE FORMS OF LETTERS.

First, or I Group.

Make an upright line. |

Make a horizontal line. —

Put a horizontal line to the right of an upright line, at the bottom. L

Put one at the top. Γ

Put one at the top and one at the bottom. C

Put one at the top and one at the middle. F

Put one at the top, one at the bottom, and one at the middle. E

Put one resting on the top. T

Put one between two upright lines. H

Second, or V Group.

Make a slanting line to the right. \

Make one to the left. /

Join the two. V

Make two slanting lines meeting at the top. A

Join them in the middle. A

Make two standing lines. ||

Join them thus. N

Put four slanting lines together, thus. W

Now make two upright lines, and put two slanting lines between them. M

Make two slanting lines cross in the middle. X

Make two horizontal lines. =

Join them by a slanting stroke. Z

Make two slanting lines meet at a point. V

Draw an upright line from the point. Y

Draw an upright line. |

Mark the middle of it. †

From the middle draw one slanting line up. †

Now draw one down. †

Now draw one up and one down. K

Third, or O Group.

Make a ring. O

Divide it into two, thus. ①

Make the left half. C

Make the right half.)

Join the two. S

Draw an upright line. |

Put the right half of a ring to the right of it. D

Make an upright line, and mark the middle of it. †

Put the right half of a ring to the right of the top. P

Put one to the right of the bottom. b

Put one to the right of the top and bottom. B

Make a ring. O

Divide it into halves, thus. ⊖

Divide it into four. ⊕

Make the top half. ^

Make the bottom half. v

Put the bottom half to the left of a standing upright line. J

Make two standing lines. ||

Join the bottom ends of them. U

Make a quarter of a ring. ʹ

Make a ring. O

Now put a quarter of a ring at the bottom. Q

Make a standing line and divide it. †

Put a half ring to the right at the top. P

Put a quarter of a ring to the right at the bottom. R

THE ALPHABET.

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
	Y	Z			

ARRANGED IN ORDER OF SIMPLICITY
OF STRUCTURE.

I L F E T H

V A N W M X Z Y K

O C G S D P B J U Q R

**MNEMONICS FOR REMEMBERING THE SHAPES
OF THE CAPITAL LETTERS.**

- A spreads out his legs, said Absalom Meggs.
B roken-backed B fell down from the tree.
C looks like a Curl, said Caroline Pearl.
D. Half a Dumpling D, Daddy gave to me.
E. Three-fingered E, don't touch me.
F Flings out his arms, said Funny Fred Barnes.
G. Great giant G, tries to look like a C.
H is like a High chair, with two arms in the air.
I stands up quite straight, like the post of a gate.
J is Just like a hook, said little Jim Crook.
K. With one arm up and one leg down
K Kept on his way to Kendal town.
L Looks like a foot, in a Long-Legged boot.
M looks like a thing, on which we could swing.
N 's like Nothing, Ned cried, but a Z on its side.
O 's like mother's gold ring, said Obadiah Sling.
P carries a Pack on the top of his back.
Q you'll know without fail, for he sits on his tail.
R Reached his foot out to trip us no doubt.
S. Crooked S you Should make like a pot-
hook, or Snake.
T looks like a Table as much as it's able.
U seful little U looks like a horse-shoe.
V will not trouble you ; it's half of a W.
W We should draw like the teeth of a saw.
X leave off your tricks, you're as cross as two
sticks.
Y on one leg stands and throws up his hands.
Z ig Zag Zed ; now we'll go to bed.

EXERCISES ON THE FORMS OF THE LETTERS.

Make D into P

„ P „ B

„ P „ R

„ C „ O

„ O „ Q

„ C „ G

„ C „ S

„ I „ J

„ J „ U

Make I into L

„ I „ T

„ I „ F

„ I „ E

„ I „ H

„ I „ K

„ I „ N

„ I „ M

„ F „ E

Make V into Y

„ V „ W

„ V „ X

THE A

a b c d
j k l m
s t u v

ARRANGED IN ORDER OF

i l v w
n u m h
o c e b d

SMALL LETTERS UNLESS
CAPITAL

a b d e f g h

LETTERS LIABLE TO

bd ce hk
nw nu pq

* The following rhymes mention
some of the differences between

b bears his bag belt
d drops it down in
c has a dot;
e has not.

n has two legs; m has one
That is a difference as

Useful u stood on his head
And looked like n turned

p always peeps at the
q turns quite round



An ox

an it is

we is an

Go in, ox. I go in

Go on, ox.

Is it an ox? Is it
it on it?

It is in it. I go in

Is it so we go?

An ox is on it. Is it

We go on an ox.

THE ALPHABET.

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

ARRANGED IN ORDER OF SIMPLICITY OF STRUCTURE.

i l v w x z k
n u m h r t j f
o c e b d p q s a y g

SMALL LETTERS UNLIKE THE CORRESPONDING
CAPITALS.

a b d e f g h l m n q r t

LETTERS LIABLE TO BE CONFOUNDED.*

bd ce hk fj ij nm
mw nu pq sz vw

* The following rhymes may help children to remember some of the differences between these pairs of letters:—

b bears his bag before, bear in mind;
d drops it down in the dirt behind.

c has a dot;
e has not.

n has two legs; m has three;
That is a difference all can see.

Useful u stood on his crown,
And looked like n turned upside down.

p always peeps at the way he is going;
q turns quite round like a man who is rowing.



An OX.

an it go in

we is so on

Go in, ox. I go on. In we go.

Go on, ox.

Is it an ox? It is an ox. Is
it on it?

It is in it. I go so. So we go.

Is it so we go?

An ox is on it. Is it on it?

We go on an ox.



A CAT.

he us my no
me up by yes

Go in, cat. Is it my cat? Yes,
it is.

My cat is on me. Go up, cat,
by us. He is on us.

I go up on my ox. Is a cat by
my ox? Yes, it is.

An ox is by me. Is it so we
go? Yes, we go so by my
cat.



A DOG.

am at do his
as in to the

I see a dog. It is by the cat. .

Am I to see the ox? Yes.

My dog is by the ox. I am on
the dog. The cat is by us.

Do see his cat go up. Go in,
dog. Do as I do.

He is to go to see his dog. I
am on my dog, as he is on
his dog.



A HEN.

if are can may
be him and not

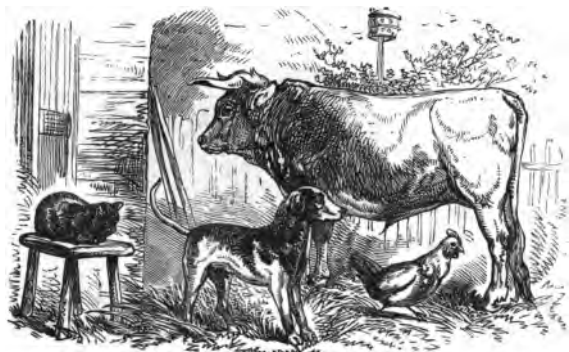
We can see a hen. Can we
not? Can not the hen see
the dog? No.

If he be in, may we go in?
No, we may not go in.

Am I to go to see the ox? I
can see the ox and a hen.

Are we to go so? No, we are
not to go so. The dog is to
go by us.

He is to go up and see the ox.
I can see a dog and a cat.



RECAPITULATION.

Do I see an ox? Yes, it is by
the dog and the cat.

Is he by the ox? No, he is on
the ox. I can see him.

Can the cat see the ox? Yes,
it can see the ox and the
dog.

May we go up to see his hen?
If he be in, we may.

Are we not to go on? Yes, if
he is in. Go as we go.

Can he see us as we see him?
Yes, he can see us so.

(Short *a.*)



**at rat mat fat sat hat
pat that bat she now**

**See that fat rat. It is at my
hat. Cat, go at it.**

**Can the cat see the rat? No,
she can not see it.**

**She is on that mat now, and
the rat is by my bat.**

**We can see an ox, a cat, a dog,
a hen, and a rat.**

**The ox is fat. The cat is not
fat. She sat on the mat.**

**My hat is on that mat. Can
the cat see it? Yes.**

(Short *a*.)



man pan ran tan Dan
Fan than can bran
plan



lad glad bad sad had
mad pad gad land
band

. was saw her of

That man had a mad cat. She
ran at the fat dog.

It was a tan dog. The cat is
now by the pan.

A fat rat was at the pan. Dan
and Fan saw him at it. The
dog saw the rat and ran at it.

I saw Dan. He is not a bad
lad. Fan is so sad. Her fat
dog is mad.

(Short *a*.)



jar bar scar tar
star far



nag bag rag lag
tag wag



ram ham jam Sam
did you arm give
put*

Sam had a jar of jam. It was
by that bat, on the mat.

Do you see that man? He has
a bag on his arm. Did you
see his bag?

Sam, give Dan the ham. Do
not put the ham in the bag.
Now put the bag on the nag.
He has not the bag on his arm.
The nag is by Fan and the
lad.

* This word should be taught, at present, as a whole. When we come to the broad *u*, it may be analysed and associated with puss, pull, &c.

(Short *a*.)



cap nap snap lap
slap rap scrap



hand land sand
stand strand band
brand



sack Jack back
rack crack tack

let your have

Jack, have you the nag? Let
my dog Snap stand by the
nag.

Do not rap him or slap him on
the back.

Put your hand on my cat. Now
put it in your lap and give
it a scrap. Do not let my
dog snap at it.

Do you see the jar of jam, Sam?
Yes, Jack, it is on the mat
by the bar. Hand it to me,
and I will give it to Fan.



The CAT and the RAT.

said but pit who
Sam had a black cat. She was on the mat and she saw a rat. The rat was at a jar of jam. O, O, said the cat. You bad rat. I see you at the jar of jam. I have you now. So the cat ran at him. But the rat ran to his hole. The cat sat on the mat by the hole. By and by the rat ran out, pit-a-pat, pit-a-pat, and the cat saw it. O, O, said the rat, the black cat has me. O, O, said the black cat, yes, I have you. You had the jam, you bad rat. Now I have you.

(Short e.)



bell Nell well tell fell
sell



net get let met set
pet yet

have grass with there

Nell, let us tell Bet to get up. That is the bell. We have to go to the well to get my black can. The grass is wet. Tell Bet not to get wet. Shall she go with us? Yes, and let our pet dog Snap go with us. Can you see Sam on his back? O, I see him; he is on the grass by that bar.

Ann, do you see that net on the grass? Who set it there? It was Sam or Nell. Do not fret if you get wet. I am not wet yet.

(Short e.)



hen ten men then
when den



nest best rest pest
test



shed Ned bed fed
Fred shall will egg

That black hen has a nest in the shed by the well. Is she your hen, Ned? Yes, she is, and she has ten eggs in her nest. Shall I go with you to see her, Ned? Yes, you may go with me, Fred. Do you see her now? She is by my dog Snap, on the nest. Will you give me a hen, Ned? I will give you the best I have. Then you will have an egg. But do not let the dog and the cat get at her. She is the best pet I have. Let her rest in the shed.



The FOX and the HEN.

went left them

Ben had a fat hen, and it was his pet. A red fox went to her nest in the shed, and said, Are you well? O yes, said the hen, I am well. How are your ten pets? My ten pets are not well, said she. Have you eggs to sell? Yes, she said, I have ten eggs left in my nest. Will you let me have them, said the fox? Yes, she said. But when she came off her nest to give him the eggs, he ran off with her to his den. Was he not a bad fox?

(Short i.)



pig fig big wig rig
brig



kid lid bid rid did



whip tip rip nip sip
must stick Dick for
lift

Ben, have you a pig? Yes, I have a big black pig and a kid. May I see your pig? Yes, Fred, but you must not hit him with your whip, nor rap the kid with your stick. The pig is in the big shed. The kid is by the well.

Nell, do not rip my bag with the tip of your stick. I did not rip it. I have a big fig for you and Dick. The figs are in the jar. Lift the lid. Now I will rig your brig for you, Dick.

(Short i.)



dish fish wish with
sick



tin pin win bin din
fin



mill hill rill pill fill
Will bit tit swim
lives out got

The fish is on that dish. Do you wish to have a bit of that fish, Will? I will give you a tit bit of it. Can you see his fins? He can not swim now. Dick got it out of the rill with a pin, and put it in a tin.

From the hill I can see a ship. She is a brig. Will you go with me to her, Dick? We can have a trip in her. Shall I be sick if I go in her, Dick? If she do not dip, you will not be sick. Will may go with us.



The PIG and the FISH.

**dry which bent pond
where kick then**

A pig saw a fish, and said to him, Where do you live? I live in the pond, said the fish, but Dick got me out and put me in this tin.

I wish I was a fish, said the pig. Bad men hit me and kick me.

I wish I was a pig, said the fish. I have to swim in this tin, till I am sick of it.

Are you wet in the pond, said the pig? Yes, said the fish.

Are you dry on the hill, said the fish? Yes, said the pig. O, then, I will not be a fish, said the pig. And I will not be a pig, said the fish.

DICK and his BIRD.

Dick had a bird, which sang very well. He kept it in a cage. Jack Hill gave it to him. One day the bird was ill, and Dick took it out to look at it, but the cat got at it and killed it. Dick was very sad, and he laid his bird in a lit-tle grave in the gar-den.

(Short o).



cod rod sod pod hod
nod



pot hot rot cot lot
got



dog hog log bog jog
fog frog Tom Bob

This is a cod. A cod is a big fish. Let us put it in the pot. We must set the lid on the pot. The dog must not get at it. Do you wish to have a bit of cod, Tom?

Bob, shall we go to the bog in the fog? It is not hot. We will go to the bog by the cot. Do not hit the hog with your rod, Sam. Do see that frog hop in the bog. Now it is on the log. Now it is on the sod. See it hop, hop, hop.

(Short o).



top lop mop sop
stop shop



doll Poll lock mock
sock



box fox ox for spot
where

Bob, have you a top? Yes, I have a big top. Tom got it at the shop. It has a red spot on the top of it.

Can you hop? I can hop as well as a frog in a bog.

Poll, where is your red doll? I saw it on the mat by the jar. Has Nell a doll? Yes, it is by the mop in the shed.

I see you have a box, Tom. Do not put the dog in it. The ox will not go at it. I saw a hog, a fox, and a hen.



BOB and his DOG.

one day rock went good

One day Bob said, I shall go to fish. So he got a rod and went to fish in the pond. By and by he got on the top of a log and fell into the pond.

His dog was on the land, and when he saw Bob in the pond, he went in to get him out. When Bob got to the top, the dog went to him and got him out. Was he not a good dog?

Bob did not get up. He was so wet and stiff. Then the dog ran off to the cot. Where is Bob, said Bob's mother? The dog did not bark, but he ran back to the pond. She ran after him. When she got to the pond, there was Tom on his back. She got him up in her arms, and ran with him to the cot, and put him to bed. By and by he got up out of bed and was well.

My child, be sure you love your dog,
And never give him pain;
For you will find, if you are kind,
That he'll love you again.
We should for-give, but dog and cat
Give love for love and tit for tat.

(Short *u*.) jug mug rug tug lug
pug nut hut rut shut tub rub dub cub pup
milk hard

Ann, did you see my pug? It was with my pup in the hut. It can not see yet, but it can lap milk. Shall I give it this nut? No. It is too hard for it yet. Let us get the pug and set it by the mug on the rug? Now pug, do not get in the jug. Is it not hot on the rug? You shall lap your milk out of my cup. I will give the pup a bit of my fish. The car is in the rut by the hut. We must tug it out.

(Short u.)



gun run sun tun fun
bun shun



duck buck luck muck
stuck pluck



bud mud cud sud
stud

Do you see that duck, Ned?
Give it a bit of your bun. It
is on the log in the pond. Do
not let the dog go in the mud
after it. You must not kill it
with your gun.

Sam shot a fat buck with
his gun. That was luck, was it
not? It fell on the sod.

The sun is up now. Shall
we go to the hut? We must
shut up the duck in the shed.
We shall have fun.

I went to get a bud for Tom,
but I stuck in the mud. Nell
had to tug me out.



ANN and the JUG.

**what broke say true
truth love home good
for-give**

Ann went one day with her jug to the well, but as she went she stuck in the mud and broke her jug. What shall I do, she said, what shall I do?

The pug said, Say the ox did it. The cat said, Say the dog did it. The pig said, Say the fish did it. The pup said, Say the kit did it. The hen said, Say the fox did it.

But that is not true, said Ann. It was I did it. I will go home and tell mother the

truth. God will not love me, if I do not tell the truth. So she ran home and said, I broke the jug. For-give me. Her mother said, That is my good Ann, to tell the truth. I for-give you.

The GRUB and the NUT.

**found crack-ed in-side
here lit-tle**

Tom Stubbs found a nut and cracked it. In-side he saw a grub. How did you get in here? said Tom. By that lit-tle hole. And how did you get in? said the grub. Why, I cracked the shell, said Tom. I was here first, said the grub. This is my house. So you were, said Tom, and he left him where he found him.

(Long y.)



fly try cry dry ply
sty thy sly shy sky
my pry why fry
fall out think

Do you see that fly? It is on the rim of the milk-jug. Fly, do not try to get at the milk, or else you will fall in it. You may sip that drop in my cup, if you are dry. Do not be shy.

The pig lives in this sty. Shall we try to see him? I spy you, pig. Why do you run in your sty and cry out so?

Can you see the sun? Yes, it is in the sky. Do you think it will be dry? The sky is red, so I think it will be dry. By and by we will go out.



The PIG and the STY.

like soon be-gan cru-el.
nev-er

Humph, humph, said a pig. I do not like this sty. I can not turn in it. I will try to get out. So one day he got out, and ran off.

But he soon began to wish that he was back. First a dog ran at him, and bit him on his leg. Then a cru-el lad said, I will hit him with my stick, and he hit him on the back. Then an ox ran at him, and hurt him on his neck. Then a cock began to peck at him.

At last he said, I wish I was back in my sty, and back he went. He never ran off after that.

DO BUT TRY.

learn count mount read
suc-ceed cow-ards write
great de-light want

Do not say I can not spell ;

Do but try.

You will learn to do it well

If you try.

Do not say I can not count ;

Do but try.

Step by step the hill we mount

If we try.

Do not say I can not read ;

Do but try.

By and by you will suc-ceed

If you try.

Do not say I can not write ;

Do but try.

Soon 'twill be your great de-light

If you try.

Only cow-ards say I can't ;

Do but try.

You can do what e'er you want

If you try.





